



# RESPONSE<sub>TO</sub> Intervention

## Policy Considerations and Implementation



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## Overview

- Defining RtI
- Where did it come from and why do we need it?
- Support for RtI in federal law
- Core principles
- Critical components
- Special education eligibility considerations
- Policy issues
- Professional development issues



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## What is RtI?

RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.



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## Early Origins of RtI

- Bergan's consultation model
- Deno's problem-solving model
- Vaughn's 3-tier model

[See NASDSE's book, *Response to Intervention*, pages 7-8 and 21-22 for descriptions of these three models]



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## Common Elements

- Procedural steps followed sequentially
- Implementation of scientifically based interventions
- Frequent data collection
- Decisionmaking based on student performance



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## The Pushes and Pulls of RtI

Pushes (problems with the traditional system)

- Separation of special education from general education
- Undocumented benefits
- Eligibility procedures unrelated to intervention
- Wait-to-fail model (reactive)
- Over-representation of some minority students
- Failure of traditional assumptions



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## The Pushes and Pulls of RtI

Pulls (findings from research supporting transition to RtI)

- Scientifically based instruction and interventions
- Multi-tier models
- Progress monitoring and formative evaluation
- Functional assessments leading to intervention
- Standard treatment protocol interventions



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## Support for RtI in Federal Law

- Initial purpose – to provide FAPE and IEPs
- Late '80s shift to outcome orientation
- Language in NCLB and IDEA '04 are similar

*“...to improve the academic achievement and functional performance of children with disabilities including the use of scientifically based instructional practices, to the maximum extent possible” (20 U.S.C. 1400(c)(5)(E))*



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## Rtl Core Principles

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving methodology



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## Rtl Core Principles (2)

- Use research-based, scientifically validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessments for three different purposes: (1) screening; (2) diagnostics; and (3) progress monitoring



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# Essential Components of RtI Implementation

1. Multi-tier model
2. Problem-solving method
3. An integrated data collection/assessment system



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## Essential Component 1: Multi-tier Model

### ACADEMIC SYSTEMS

#### TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration

#### TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive

CIRCA  
5%  
CIRCA  
15%

CIRCA  
80%

Students

### BEHAVIORAL SYSTEMS

#### TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

#### TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

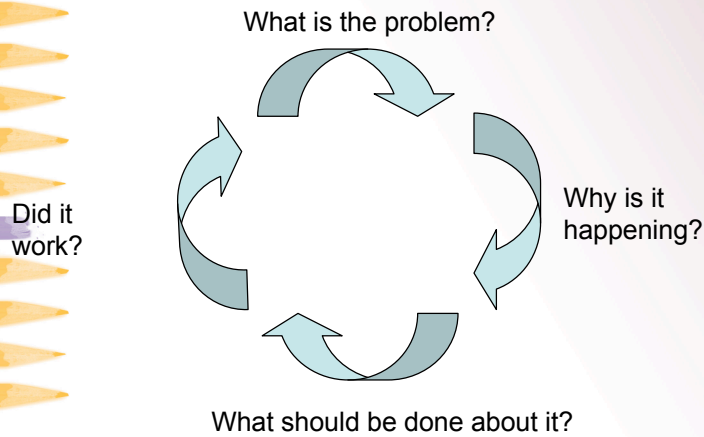
CIRCA  
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80%



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## Essential Component 2: Problem-Solving Method



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## Essential Component 3: Integrated Assessment Systems

- Directly assess specific skills in standards
- Assess “marker variables” [demonstrated to lead to the ultimate instructional target, (e.g., reading comprehension)]
- Sensitive to small amounts of growth
- Brief
- Repeatable
- Easy to use
- Direct relationship to instructional decision-making



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# Special Education Eligibility

## *Component: LD eligibility criteria*

- Historical system: Primarily based on ability-achievement discrepancy and consideration of SLD exclusion factors
- RTI: Based on significant difference in performance compared to peers, low rate of progress even with high-quality interventions, special education need, consideration of SLD exclusion factors



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# Special Education Eligibility

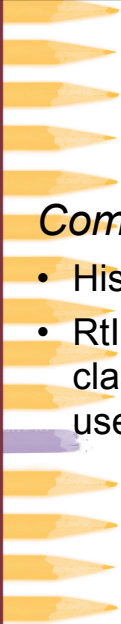
## *Component: type of tests used*

- Historical system: Global – ability and achievement tests
- RTI: Specific – usually direct measures of specific skills needed for success in the classroom



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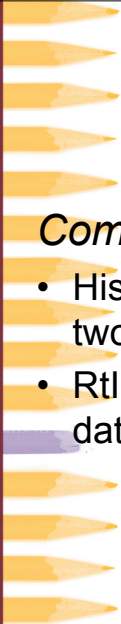
## Special Education Eligibility

### *Component: Comparison standards*

- Historical system: Typically national norms
- Rtl: Typically regional, district, school or classroom standards; nationally normed tests used sparingly



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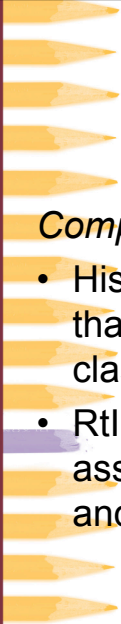
## Special Education Eligibility

### *Component: Frequency of assessment*

- Historical: Typically administered at one or two sittings
- Rtl: Functional academic and/or behavioral data are collected over time



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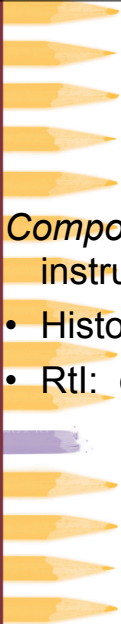
## Special Education Eligibility

*Component: Nature of assessment targets*

- Historical: Presumed hypothetical constructs that have indirect or general relationships with classroom academic or behavioral problems
- Rtl: Specific skills are measured; assessment targets related to student skills and performance



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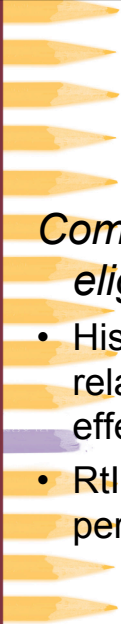
## Special Education Eligibility

*Component: Relationship of assessment instruments to the general curriculum*

- Historical: Usually minimal
- Rtl: direct relationship



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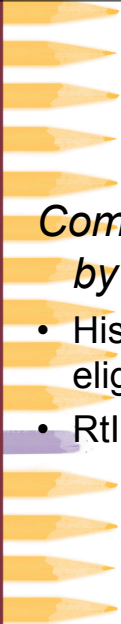
## Special Education Eligibility

*Component: Relationship between  
eligibility assessments and intervention*

- Historical: Often little demonstrable relationship between assessments and effective interventions
- Rtl: Usually direct link between assessed performance and instructional intervention



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## Special Education Eligibility

*Component: Use of information provided  
by parents and teachers*

- Historical: Typically supplemental to the eligibility decision
- Rtl: Typically central to the eligibility decision



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## Policy Issues

How will the SEA support the implementation of RtI as:

- an overarching system of providing scientifically based curriculum and instruction within general, remedial, and special education that is guided by ongoing data and information regarding student performance?



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## Policy Issues (continued)

How will the SEA support the implementation of RtI as:

- a way of gathering data for use within the special education eligibility process?
- ongoing data-based decision making within special education as a part of using RtI practices?



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## Policy Issues

What is the current state-level infrastructure to support successful implementation of RtI?

Does it include rules, guidelines, best practices documents, staff development supports, incentives and intervention structures within general and remedial education (e.g., Reading First coaches and other intervention support personnel, measurement procedures for gathering ongoing student performance and strategies for research and impact evaluation)?



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## Professional Development Needed

- Pre-service at college/university level
- District-level leadership
- Building-level administration
- Direct services (e.g., teachers)
- Support services



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# Leadership

Doing this will require leadership at all levels – state, local and building



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A leader is a person you would follow  
to a place you would not go yourself.

Joel Barker, Future Edge, 1992



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